

Design and Technology Action Plan 2023-24	Spiritual development in Design and Technology: By using creativity and imagination, children can design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Extraordinary design can inspire awe and wonder for either its beauty, its function or its magnitude, e.g. The Shard, the inner workings of a clock or a Faberge egg. Children appreciate that some design is explicitly for religious experience e.g. a cathedral or a Mosque.	
Subject: Design and Technology	Co-ordinator(s): Miranda Owen	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in the making stage.</p>	<ul style="list-style-type: none"> ● Apply maths skills in the planning, design and making stages eg, measures, shape, space, number. Display maths vocabulary alongside D and T vocab. ● On the KO, suggest D and T home learning activities linked to the topic. ● Apply new writing skills in written work for D and T. ● Use D and T lessons to support reading for a purpose. ● Children are taught skills, techniques and how to use tools confidently and safely in order for them to be independent in the making stage. 	<ul style="list-style-type: none"> ● Children are able to answer reasoning and problem solving questions with greater confidence. ● Pupils share D and T projects made at home the with class. ● D and T book look shows improvement of joins in writing. ● Lesson observations/book looks show children needing to read to gain information, read recipes and follow instructions as part of a normal lesson routine. Books/internet are used to research inventions, designers, manufacturers, inventors and chefs. ● Children are able to apply skills taught and work independently in the making stage. Evidence of skills taught in book looks/displays.
Priority Two: Make learning memorable	Action(s):	Success Criteria:
<p>Objective 2.1 Apply writing learning in writing within D and T lessons</p> <p>Objective 2.2 Improve maths teaching to make learning memorable</p>	<ul style="list-style-type: none"> ● Use practical writing tasks in D and T lessons - writing instructions, recipes, planning in sentences, writing evaluations. ● Make use of applying concepts taught in maths lessons which are tied into the key misconception or which rehearse key skills. 	<ul style="list-style-type: none"> ● Book look shows written work of a necessary nature for the D and T learning. ● Lesson observations, displays and book looks show children using maths skills in D and T lessons.

<p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p> <p>Objective 2.4 Improve use of formative assessment in foundation subjects</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<ul style="list-style-type: none"> ● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for D and T are established and displayed. ● Use the Planning for assessment documents to be clear on the areas to be assessed. ● Use cross curricular links in D and T into other subjects. 	<ul style="list-style-type: none"> ● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil voice shows children can remember their learning, booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon. ● PfA docs are filled in at the start of units and assessments recorded by the end. ● Floorbooks show how D and T is linked to other subjects and how it is used to deepen understanding in other subjects eg. design and make model chariots to learn about life in Roman times.
<p>Priority 3: Spirituality</p>	<p>Actions:</p>	<p>Success Criteria</p>
<p>Design and Technology develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● imagination and creativity ● resilience ● curiosity 	<ul style="list-style-type: none"> ● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome phase of project development ● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible. ● Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson. 	<ul style="list-style-type: none"> ● Children’s outcomes look different and show individuality. ● Children problem-solve in lessons. ● Children are interested and engaged in lessons.
<p>Outcomes / Review (to be completed at the end of the year)</p>		